

# Academic Results 2024

Once again, pupils at Queen Elizabeth's have done themselves, their families and their teachers proud. The outstanding headline figures below, along with those from previous years can be explored further at <https://www.compare-school-performance.service.gov.uk/school/136315/queen-elizabeth's-grammar-alford---a-selective-academy>

## GCSE

**Progress 8:** A value-added measure based on the students' performance across 8 subjects including English and mathematics, 3 further subjects from the EBacc suite of qualifications (at least two sciences including computer science, geography, history and a modern foreign language) and 3 other approved subjects. It takes into account pupils' starting points (their Key Stage 2 results) and shows how much progress they made relative to pupils with a similar starting point nationally. It provides a level playing field when comparing schools with intakes of different abilities; a score of zero would indicate that the pupils made the same amount of progress as the national average.

### Progress 8 score

The academic progress that pupils make from the end of key stage 2 to the end of key stage 4. This is based on 8 qualifications.

The banding for this school or college is 'average' because the confidence interval spans both above and below 0.

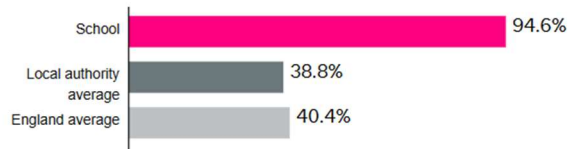
<b>Banding</b>	<b>AVERAGE</b>
<b>Score</b>	0.28
<b>Confidence interval </b>	-0.02 to 0.59

We missed out on achieving "Above Average" by a hair's breadth (if the -0.02 shown above had been just 0.03 higher...). This is highly impressive, since there were several non-attenders in the cohort whose results depressed the score for the whole year group.

**Attainment 8:** based on the same suite of 8 qualifications as Progress 8, this measure shows the raw attainment of pupils; it does not consider their prior attainment at Key Stage 2.



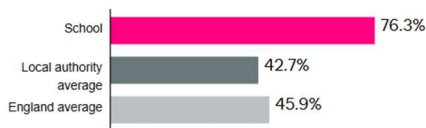
**English Baccalaureate (EBacc) Entry:** this shows the percentage of pupils entered for the full suite of EBacc subjects listed above. The government introduced this measure to encourage schools to enter pupils for a suite of academically rigorous, highly respected qualifications and to overcome the distortion of Performance Tables caused by centres entering pupils for large numbers of extremely accessible yet high-scoring qualifications.



**Reaching threshold grades in English and mathematics GCSEs: 94.6% of QEGS pupils achieved grade 4 or above in these two core subjects (the equivalent of the old 'A\*-C' measure).** Grade 5 is equivalent to a high grade C or low grade B in the old grading system. The new headline figure is therefore slightly more demanding than the previous 'A\*-C' measure.

**Grade 5 or above in English & maths GCSEs ?**

This tells you the percentage of pupils who achieved grade 5 or above in English and maths GCSEs.



**Staying in Education or entering employment after Key Stage 4:** this relates to those who completed Key Stage 4 in 2022, which are the most recent data available.



## Key Stage 5

	Average result	Points
<b>School / college</b>	<b>B-</b>	<b>36.67</b>
Lincolnshire state-funded schools / colleges	C+	34.08
England all schools/colleges	B-	35.55

**Progress:** a value-added measure showing how much progress students made between the end of Key Stage 4 and the end of Sixth Form, relative to students with similar starting points nationally. Of course, our outstanding value-added at Key Stage 4 makes it very difficult to show such high levels of progress again from that milestone. Nevertheless, our KS5 progress scores over the previous 5 years have been in the 'average' or 'above average' categories and we are delighted to report that QEGS students achieved the latter again this year.

<b>Banding</b>	<b>ABOVE AVERAGE</b>
<b>Score</b>	0.23
<b>Confidence interval</b> 	0.07 to 0.39

**Destinations:** students at the end of Key Stage 5 staying in education or going into employment or an apprenticeship from October to March the following year.

### Students progressing to education or employment

**Total number of students: 56**

